Politeness Strategies in Yemeni Arabic Requests

Mohammed Hasan Ahmed Alfattah, M.A.
B. K. Ravindranath, Ph.D.

Politeness Strategies in Yemeni Arabic Requests

Mohammed Hasan Ahmed Alfattah, M.A.
B. K. Ravindranath, Ph.D.

Abstract

This paper investigates the ways in which Yemeni Arabic speakers realize requests with special reference to politeness strategies as patterned by Blum-Kulka (1989). It provides a pragmatic analysis of the strategies of requests and politeness phenomenon in the production of request speech act by Yemeni Arabic speakers. It attempts to explore and identify the nature of politeness strategies in Yemeni Arabic focusing on the request speech act as a measuring tool in the light of Brown and Levinson's theory. It also attempts to systemize the various strategies used for the purpose of requesting from the pragmatic point of view. The paper also sheds light on the sociocultural attitudes and values of the Yemeni community.

The paper is based on the analysis of the elicited responses of 330 Yemeni Arab subjects. The data was collected by serving them a written questionnaire based on Blum-Kulka (1982) with some modifications. The questionnaire was obtained with 1320 speech acts of request. Each of the valid responses was analyzed separately to identify the type of strategy used.

The study is of a descriptive nature. Frequencies, percentages and the means of these percentages are considered. The main aim is to find out the politeness strategies used and the frequency of their usage. The prime findings of the study reveal that Yemeni Arab speakers intend to use the conventional direct strategies with constant tendency to use mood derivable request strategy with politeness markers.

Keywords: Politeness; requests; Yemeni Arabic speakers.

Introduction

A request is a directive act and a pre-event which initiates the negotiation of face during a conversational interaction. Following Brown and Levinson's model of politeness, while a request may be realized by means of linguistic strategies such as on record (e.g., direct and unmitigated, or off record (e.g. hints, irony), a compromise may be reached by the speaker using indirect requests. According to Searle (1975, pp.60-61):

> In indirect speech acts the speaker communicates to the hearer more than he actually says by way of relying on their mutually shared background information, both linguistic and non-linguistic, together with rational powers of rationality and inference on the part of the hearer.

The Role of Requests

Requests are among one of the many speech acts used quite frequently in every day human interaction. They have an intention of a speaker to catch the attention of the hearer and they place an imposition on the shoulders of the hearer. In Brown and Levinson's (1987) terms, requests are face-threatening acts (FTAs) which threaten the hearer's negative face. So, those who perform a request need to reduce the level of imposition created by an act being requested in order to save the hearer's face and, at the same time get his/her compliance with a request. It is here the notion of politeness comes into play (Suh, 1999). For Searle (1975) "the use of such 'requestive' sentences was a matter of 'politeness', for Leech (1983) it was a matter of 'tact'" (cited in Wierzbicka, 2006 p.32).

On Politeness and Politeness Strategies

Kitao (1987) thought of politeness in requests as a communication strategy used by the speaker to decrease imposition on the hearer. Thus, maintain a good relationship with him/her. Many researchers like Blum-Kulka, Olshtain and Meir, found that a variety of standard factors such as age, social status, familiarity, or gender played important roles in the use of politeness strategies in requests.

Suh (1999, p.196) argues :

> given that requests are face-threatening acts, and that the use of politeness strategies is affected by various factors, it would not be an easy task for language learners to perform requests in linguistically, socially and culturally appropriate manners. They should not only have sufficient linguistic resources to encode a request, but also know sociocultural rules that affect their choice of politeness strategies in a given situation with taking into account a variety of situational factors.

Further He (1993, p.11) believes that:

> Since the request is an unavoidable social act in human communication, there is a set of request strategies prescribed to the speakers of every language. Although these request strategies are often linguistically different on different languages, their main functions remain the same universally in demonstrating mutual and equally between human beings. (Cited in Hong, W.1996, p.139).

The task here is to determine the types of utterance and politeness strategies that are conventionally used by Yemeni Arab in requesting. It is also intended to identify the semantic strategies that each utterance reflects and to investigate the sociolinguistic or sociocultural reason behind their behavior. The data were analyzed according to a modified classification of request

strategies originally presented by Blum-Kulka (1989) and included strategies used as head acts and strategies used as external modification of the head act.

Theoretical Background

In examining the structure of speech acts, requests have been frequently analyzed in terms of discourse sequences: head acts and supportive moves. According to Blum-Kulka et al. (1989), head acts refer to the request proper or the main strategy employed to make the request. Supportive moves are the peripheral elements and refer to the pre-or post-posed moves or strategies that accompany the head act. To account better for the structure of requests, request head acts are classified according to a directness continuum.

Head Acts

Blum-Kulka et al.'s (1989) classification of request head acts included three levels of directness: direct strategies, conventionally indirect strategies, and non-conventionally indirect strategies. Of these head acts, five are considered direct (mood derivable, performative, obligation statement, need statement / want statement), two are considered conventionally indirect (query preparatory, suggestory formulae), and two are non-conventionally indirect strategies.

In addition to Blum-Kulka et al.'s (1989) classification of request head acts, head acts were examined according to their internal and external modifications (Fraser and Kasper,1989). Internal modifications include mitigators which soften direct requests and comprise both lexical (diminutives, please, mental verb such as ethnic / believe) and syntactic (conditional, imperfect) mitigators.

Those mitigators such as 'law samaht' (if you allow-excuse me), 'min fadhlak' (please),'law takarramt' (if you are generous) are employed heavily among Arabic speakers to soften the imperatives and redress the face-threatening happening to the hearer.

Finally, external modifications include optional supportive moves that modify the head act. These peripheral elements commonly include: reasons, preparators or pregrounders (e.g., I am worried about my result, can I get my mid-term result/ and disarmers (e.g., I know that you are busy, can you please teacher let me know my mid-term result? (Brasdefer, 2005).

The Foundation of Making Requests

On the other hand, the foundation of making requests is Lakoff's basic order (1977) of imperative /declarative / interrogative mood. "That is, in making requests, imperatives are less polite than declaratives, which are in turn less polite than questions (Lakoff, 1977, p.100).

Lakoff's scale is based on the claim that increasing freedom of the addressee to refuse the requests correlates with increasing politeness (1977, p.56-57). As she says "A question requires a response (verbal), a declarative requires the addressee's act of compliance" (1977, p.110).

To this basic scale Carrell and Konneker (1981) have added modal verbs and their tense distinctions – "modals adding another level of conversational indirectness, and past tense of the modal conveying greater uncertainty than present tense" (Jespersen 1954, Qurik and Green Baam 1973).

> Kasper (1989), following Blum-Kulka and House (1989) has distinguished three degrees of directness in requests, depending on the extent to which the illocution is transparent from the locution (1) direct requests, (2) conventionally indirect requests and 3) indirect requests. In direct requests, the illocutionary force of the utterance is indicated by grammatical, lexical or semantic means. Conventionally indirect statements express the illocution via fixed linguistic conventions established in the speech community. Non-conventionally indirect requests (henceforth hints which are rarely employed in the present data) require the addressee to compute the illocution from the interaction of the locution with its contexts, (quoted in Ruzickova, 2007, p.11).

> Leech (1983, p. 108) suggests that the use of indirect requests increases the degree of politeness, indirect illocutions tend to be more polite a) because the degree of optionality, and b) because the more indirect an illocution is, the diminished and tentative its force tends to be.

With particular regard to Blum-Kulka et al.'s classification of request patterns (1989), Yemeni Arab speakers use various strategies in their realizations of requests in different situations. It is found that the common patterns are: mood derivable strategy, Query preparatory, want /need statements, hedged performatives, declarative and conditional clause strategies.

Mood Derivable

The utterance is an order. The unmodified form without request is only supposed to be used by a speaker who has power over the hearer; otherwise, it can be considered very impolite. This strategy is the least preferred means of making request in English.

However, Yemeni Arab speakers seem to use this strategy frequently with or without modifying softeners considering it prior and efficient way of expressing polite requests particularly with juniors or acquaintances.

As it is observed by Q. Abdul Wahid (2003), imperatives with softeners are more frequently used by Arab speakers when addressing their juniors as well as their equals provided that the

situation is not difficult, i.e., when the action desired to be performed by the addressee is a light favor.

Imperatives and Accompanying Softeners

The performance of Yemeni Arab speakers in the examined data shows that imperatives are mostly accompanied by softeners to maintain politeness. The frequent use of imperatives by Yemeni Arab speakers could be attributed to the closeness and the solidarity between the interlocutors (situation 2). It can also be attributed to the wide range of formulas which are functionally identical to the formulas 'min fadhlak' (please) and 'law samaht' (excuse me) which are used at the beginning of a request marking it as polite.

Other forms are also used as softeners may help to redress the imposition on the hearer and save his/her face such as / alla yerrda aleik / 'may God be pleased with you,' / alla yahfazak, 'may God preserve you,' / Alla Yikhaliek / 'may God keep you healthy can be like "please" since all of them are freely usable to any kind of interlocutor.

Query Preparatory

In this strategy, the speakers use utterances that contain reference to preparatory conditions (e.g. ability or willingness, the possibility of the act being performed) as conventionalized in any specific language.

This strategy seems to be the second ranking strategy in the performance of the native speakers of Arabic. They tend to use this strategy but not as frequent as they use mood derivable strategy.

When Yemeni Arab speakers make request, they use the formula 'mumkin teftah ashubak lawsamaht' / could / can / would / you open the window please? Or / hal bi emmkank teftah ashu bak law samaht / 'could you / can you / could you possibly open the window please? Where there is no difference between the modals pragmatically in Arabic.

Want / Desire / Need Statements

This category covers statements of speakers' needs, demands, wishes and desires. Blum-Kulka and Olshtain (1984) refer to this type as 'scope stating.'

In Arabic, this strategy is very common in every day face-to-face interaction. It is also used by English speakers but not as frequent as Arabic native speakers do. Different types of softeners are used to show deference, excuse me, modals, please, sir, teacher etc. It can be observed that Yemeni Arab speakers have their own devices for pragmalinguistic devices for socio pragmatic manifestations.

Declarative Conditional Clause

Utterances classified under this category consist of declarative sentences containing conditional clauses.

This strategy is not frequently used by Yemeni Arab speakers as the native speakers of English who use this strategy with high frequency, and this indicates to the highest degree of deference. This strategy represents a high level of indirectness. According to ALhamzi (1999), in Arabic, this strategy is used only in highly formal situations, e.g. / sa akun shakran wa mugaddran law tegdiru teguddimu lana hathhi al xidma/ "I will be thankful and I will appreciate it if you could do us this favor." / sa akun mumtan lakumitha tegdiru tigadumu lana hathihi al musaadah / "I will be grateful if you could do this favor for us.'

Absence of Studies on Requests

After a thorough review of the literature, as per the knowledge of the researchers, to date, only one study was found to investigate Yemeni Arabic requests. Qanbar (2006) investigated requests and apologies in Yemeni Arabic.

The main objective of this study was to investigate from a sociopragmatic perspective the ways in which the native speakers of Yemeni Arabic realized speech acts of requests and apologies. The study was set out to make an investigation of the various ranges of strategies and substrategies of speech acts in question, and to show their forms and functions in the Yemeni context.

The analysis was based on a discourse completion questionnaire administered to four hundred and eighty one undergraduate students in Taiz University.

The main findings of the study showed that Yemeni Arabic speakers generally patterned their requests in the most direct form (imperatives), which was different from CCSARP languages that selected conventional indirectness. They also show low preference of hints.

The Present Study in Comparison with Qanbar's Study in 2006

The present study is different from the above cited study in the population and results. The respondents of our study collected from all over Yemen belonging to two central universities whereas Qanbar's subjects were collected only from the south of Yemen. The focus of the present study is politeness strategies in request. The findings of the earlier study confirmed that the most direct strategies are preferred by native speakers of Yemeni Arabic whereas our study confirmed that the direct strategies are preferred, and the indirect strategies are also employed as the second ranking ones according to the situation.

Method

Subjects

The participants were 330 Yemeni Arabic speakers. The participants were university students, studying at undergraduate level belonging to four colleges of two Yemeni public universities. The respondents are relatively homogenous in terms of their cultural background (Yemeni Arabs), academic / linguistic experiences and age. They are between 22 to 23 years old from level four majoring in English, Arabic, Physics, Chemistry, and Mathematics.

Instrument

The data of this study was collected through a controlled elicitation method based on a questionnaire which is a modified version of 'Discourse Completion Tests' (hereafter DCT) used in CCSARP (Blum-Kulka 1982).

This type of questionnaire enables the researcher to reach large numbers of respondents and make statistical control for variables, and analyze the data accordingly.

The researcher designed a questionnaire to analyze politeness strategies used by Yemeni Arabic speakers. The questionnaire consisted of four hypothesized situations. For each situation, subjects were instructed to fill in with what they would say in each of the four contexts. The respondents were asked to put themselves in real situation and to assume that in each situation they would, in fact, say something they were asked to write down what they would say. The researcher administered the questionnaire in the first semester of the academic year 2008.
Data Analysis

Responses to DCT were then tabulated and analyzed according to the analytic framework proposed by Blum-Kulka, et al. (1989) in terms of Politeness system and strategy used**.**

The analysis of the data is based on two scales; the first scale is the strategy type used by Yemeni Arabic speakers, and the second scale is the politeness scale, in other words, the type of request strategy as patterned by Blum-Kulka et al. (1989)**.** The data obtained consists of 1320 valid responses. Each of the responses was analyzed separately to identify the type of strategy used. The data were then submitted to the Statistical Package for the Social Science (SPSS version 11.5) for analysis.

Results and Discussion

The data consists of responses to four request situations presented in the questionnaire which are referred to S1, S2, S3 and S4 given to the subjects (see the appendix).
The results for the distribution of main request strategy types, presented in Tables 1 to 4 and Figures 1 to 4. The frequency of the request patterns occurred across the four situations introduced below has been summarized. This section will start by presenting a percentage distribution of the main request strategy types in Arabic. The analysis of the data will be presented in terms of request strategies used by the subjects.

Mohammad Hasan Ahmed Alfattah, M.A. and B. K. Ravindranath, Ph.D.
Politeness Strategies in Yemeni Arabic Requests

Table (1)	Distribution of requesting strategies (Situation one)		
Strategy		Frequency	Means
Query preparatory		138	41.8
Want/need statement		95	28.8
Mood derivable		81	24.5
Declarative conditional clauses		14	4.2
Opting out		2	.6
Total		330	100.0

Arabic request situation one
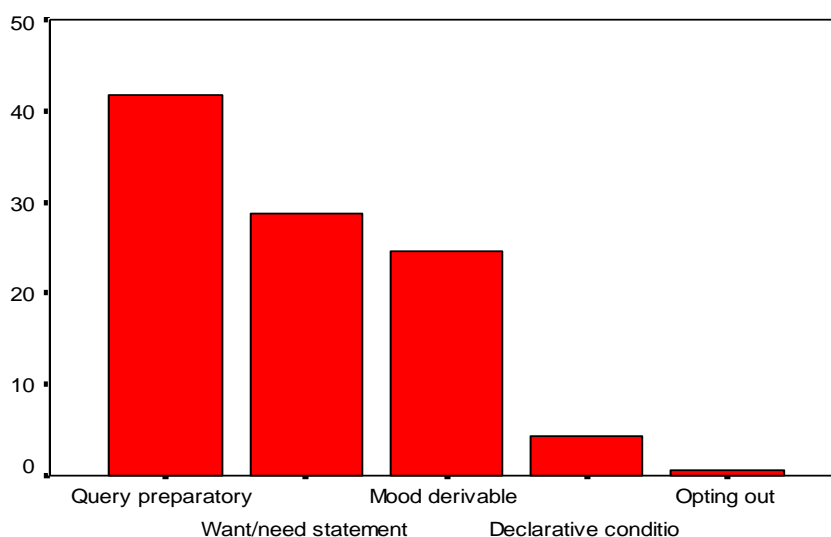
Arabic request situation one

In situation one (asking about mid-term result), the findings as shown in Table (1) reveal that the native speakers of Arabic tend to use query preparatory request strategy more frequently than other strategies (41.8%). In this situation the interaction is between teacher and student.

According to Brown and Levinson (1987) the three social factors, the distance (D) between the speaker (S) and the hearer (H), the power of the hearer over the speaker (P) and the risk of

imposition ® are high. These factors determined the performance of the subjects in this situation, and that gives support for the claim of Brown and Levinson.

The subjects favored indirect strategies to be more formal and polite because the use of indirectness means a high degree of politeness according to Leech (1983). On the other hand, the native speakers of Yemeni Arabic use a variety of direct and indirect strategies (query preparatory 41.8%, want/need statement 28.8%, mood derivable 24.5% and declarative conditional strategies 4.2%).

It is also important to note that indirect strategies were also employed in the Arabic data because the situation requires a high degree of politeness (the teacher in Arabic culture is given high authority).

Table (2) **Distribution of requesting strategies** (Situation two)

Strategy	Frequency	Means
Mood derivable	170	51.5
Query preparatory	99	30.0
Want/need statement	34	10.3
Declarative conditional clauses	14	4.2
No answer	5	1.5
hints	5	1.5
Opting out	3	.9
Total	330	100.0

Arabic request Situation 2
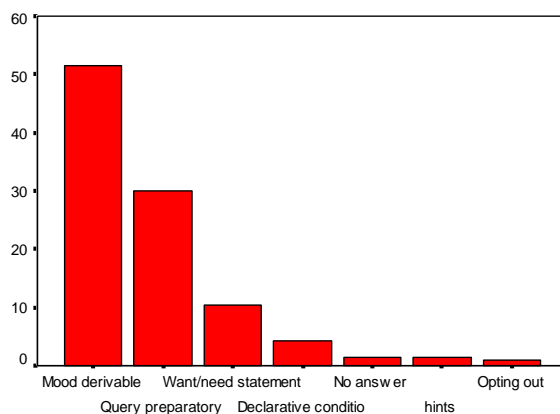
Request Situation 2

In situation two (posting a letter), the native speakers of Arabic make a greater use of the direct strategies (mood derivable) than the indirect strategies (query preparatory).

The explanation for this is that in Arabic, imperatives are common and favored among close interactants (friends) because using interrogative directives with friends can be offensive (Q. Abdulwahid, 2003).

Imperatives are classified as solidarity politeness strategies because they imply that the speaker assumes only a small social distance between him/herself and the interlocutor. It should be noted that direct requests were often internally modified by the lexical mitigators 'min fadhlak' (please), 'law samaht' (if you allow), 'law takarramt' (if you are generous), 'allah yahfazak' (may god keep you healthy) to soften the harshness of a direct request and was used as an indicator of positive politeness.

The preference for direct request at posting a letter situation seems to be an instance of solidarity or positive politeness and shows that, being direct among friends, expresses camaraderie and is consistent with cultural norms of equal status. These results support the previous claims (e.g., Brown and Levinson, 1987, Lakoff, 1977).The indirect strategies (query preparatory 30% and declarative conditional clause 4.2%) are also observed in the Arabic data to show a high degree of politeness in such situation.

Table (3) Distribution of requesting strategies (Situation three)

Strategy	Frequency	Means
Query preparatory	144	43.6
Mood derivable	109	33.0
Want/need statement	58	17.6
Declarative conditional clauses	9	2.7
No answer	4	1.2
Opting out	3	.9
hints	2	.6
Query prep+want st.	1	.3
Total	330	100.0

Arabic request Situation 3
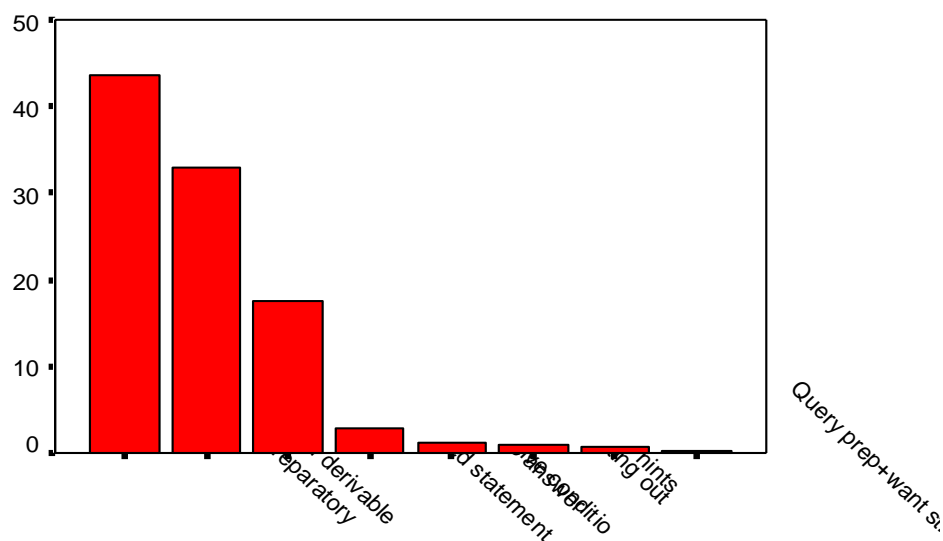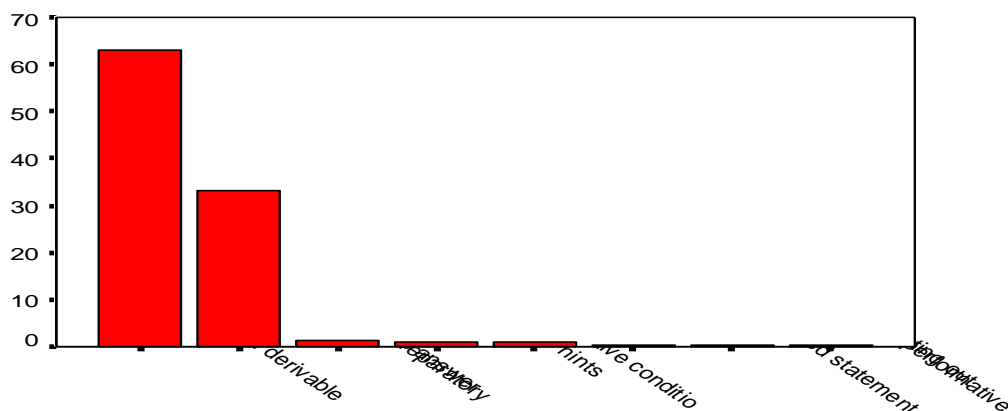

Request Situation 3

The results of situation three (borrowing a camera) reveal that there is a greater tendency by the native speakers of Arabic to use indirect strategies (query preparatory) than the direct ones (43.6% vs. 33% and17%). Mood derivable and want/need statement strategies are observed obviously in the Arabic data. Declarative conditional clause strategies are also favored in a low frequency by the native speakers of Arabic to give the addressee optionality and therefore politeness exists in such situation to save the addressee's negative face.

According to Brown and Levinson, the findings confirm that the three determinants, the social distance (D), the power the addressee has over the addressor (P), and the risk of the imposition ® influenced the Arab respondents' performance. The preference for indirect request in borrowing a camera situation seems to be an instance of negative politeness and shows that being indirect the speaker assumes a large social distance between him/herself and the interlocutor.

Language in India www.languageinindia.com
9 : 6 June 2009
Mohammad Hasan Ahmed Alfattah, M.A. and B. K. Ravindranath, Ph.D.
Politeness Strategies in Yemeni Arabic Requests

34

Table (4)

	Distribution of requesting strategies (Situation four)		
	Strategy	Frequency	Means
	Mood derivable	208	63.0
	Query preparatory	109	33.0
	No answer	4	1.2
	Declarative conditional clauses	3	.9
	hints	3	.9
	Want/need statement	1	.3
	Hedged performative	1	.3
	Opting out	1	.3
	Total	330	100.0

Arabic request Situation 4
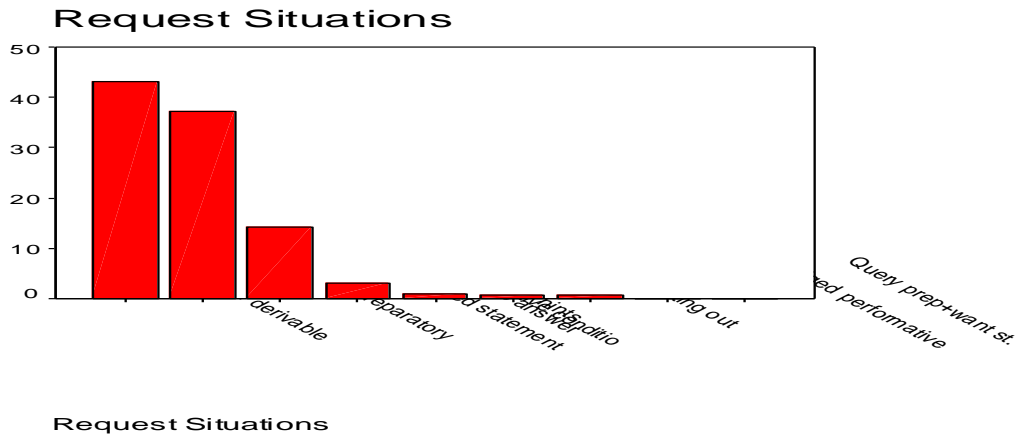
Request Situation4

The findings of situation four (opening the window) as shown in Table (4) confirm that Arab speakers used a variety of strategy types. Direct strategies (mood derivable 63%) are observed in a great significant statistical level in the Arabic data, at the same time, indirect strategies (query preparatory, declarative conditional clause) are also used to show a tendency for indirectness.

Furthermore, the nonconventional indirect strategies (hints) are also observed in the Arabic data in a low statistical level.

Language in India www.languageinindia.com
9 : 6 June 2009
Mohammad Hasan Ahmed Alfattah, M.A. and B. K. Ravindranath, Ph.D.
Politeness Strategies in Yemeni Arabic Requests

35

Summary of Results

Summary of Arabic   request Situations

Strategy	Frequency	Means
Mood derivable	568	43.0
Query preparatory	490	37.1
Want/need statement	188	14.2
Declarative conditional clauses	40	3.0
No answer	13	1.0
hints	10	.8
Opting out	9	.7
Hedged performative	1	.1
Query prep+want st.	1	.1
Total	1320	100.0

Bar Chart

The present paper examined the notion of politeness strategies in the speech act of requests, among Arabic speakers. The foregoing analysis examined the request patterns of Arabic speakers related to four situations. It attempted to systemize the various strategies used for the purpose of

requesting from the pragmatic point of view. It was found that conventional indirectness, mostly realized by means of query preparatory and declarative conditional clause, and the directness was realized by means of mood derivable and want/need/desire statements.

It appears, therefore, that the purely statistical analysis conducted by the researcher in this study is to reveal cross-cultural speech act realization patterns in an important Eastern language (Arabic) because the majority of the previous studies took place in Western languages. We need to do more work to understand when and why such request strategies are used and what variables influence their use. It is obvious in the data examined above that the choice of certain request strategies seems to be more closely tied to the use of politeness markers such as *please* (min fadhlak) and excuse me (law samaht) than the choice of others.

The findings show that there is a general trend in Arabic for higher levels of directness. The Arab speakers employed high levels of directness without the fear of losing 'face' thus not indicating the appropriateness of directness in 'close' social distance relationships, but probably the fact that it is the expected behavior in such situations.

It is clear that conventional indirectness is not dominant in all situations, but it appeared as the first ranking strategy only in two situations in the data. According to Reiter (2000) the preference for the strategy could be explained by the fact that in uttering a conventionally indirect request the speaker is balancing clarity and non-coerciveness hence ensuring that his/her utterance will have the correct interpretation and the right impact, thus leading to success.

As a matter of fact what is needed is a study of the speech acts continued in Searle's categories; a study of assertives, directives, commissives, and expressives and declarations in order to discover what combination of social variables, if any, is behind a particular speech act behavior and how that particular behavior compares with that of other speech acts within the same category across different languages.

Further research into the realization of speech acts belonging to the above categories would probably be very revealing not only in terms of realization of the acts themselves and how they compare with other speech acts in other languages but also demonstrate which combination, if any, of social variables are at work and what type of value(s) orientation, 'positive' and 'negative' politeness, they reflect. Moreover, it would be interesting to put some of the theoretical conceptions employed in the field-conventional indirectness-to the test in order to find out if this conventionally defined and codified request strategy interpreted to be generally valid means the same across different cultures (Reiter, 2000).

There is an important theoretical conclusion to be drawn from this study, and this is that different language cultures can vary along two or more dimensions sociopragmatically.

First, different language cultures may differ in the sociopragmatic distinctions they make.

Second, the imperative, in conjunction with the use of lexical softeners (law samaht if you allow', min fadhlak 'please', law takarramt 'if you are generous enough', etha ma endak manea 'if you don't mind' etc.) was in a high frequency in Arabic requests because there is no taboo against using it in Arabic in most circumstances. This suggests that imperative form is not as impolite in Arabic as it is in English or any other language, at least in some informal contexts.

Because pragmatics engages the teacher and researcher in everyday world of cross-cultural communication, teaching and learning languages, issues of empowerment in institutional settings, and more, we need to go beyond building theories to examine the role of pragmatics in larger issues to raise the learners' awareness in the classroom (Locastro, 2006).

> A practical application of the theoretical research in cross-cultural realization of speech acts might then facilitate the writing of more accurately oriented target- culture materials by material designers and classroom teachers and a transition toward a trend in foreign language education in which the pragmatic aspects of language learning become a part of content of foreign language courses (Blum-Kulka et al.1989:27).

Crosscultural Applications

The research in cross-cultural pragmatics is probably expected to meet the needs of linguistics students at graduate or undergraduate levels. It may be used in introductory courses of pragmatics on both the undergraduate and the graduate levels, for students who are preparing to teach language as well as for those with teaching experience who want to update their knowledge in an area of linguistics important for second/foreign language educators. It is hoped that the present study will probably help them, starting from the basics and working toward a solid overview of speech acts in general and politeness in particular. Students in related fields, such as communication and bilingual education, will find knowledge of pragmatics very helpful for their future career.

For language educators, a solid knowledge of pragmatics is crucial in developing successful second and foreign language speakers and writers. As long as language education consisted mainly of learning the phonology, syntax, and vocabulary of the second/foreign language, demands on the teachers were relatively limited and those on the learners potentially attainable. However, with the advent of more modern approaches, which reflect research in second language acquisition, classroom practitioners need to expand their knowledge about language and linguistics as well as their competencies as facilitators, in particular with the communicative language teaching approach. They now have to teach how to speak the second language (L2) and to train learners to use it in situationally appropriate ways.

Clearly, an understanding of pragmatics will benefit teachers, particularly, those teaching a language that is not their mother tongue or working with learners outside the target language community. Such circumstances stretch teachers' roles in developing the pragmatic competence of learners. In second language contexts, with an acquisition-rich environment outside the

classroom, teachers and learners can anticipate exposure that supports classroom activities. The foreign language environment explicitly raises the need for a comprehensive understanding of pragmatics and its importance in developing language proficiency (Locastro, 2006).

It is also worth mentioning here that research in pragmatics including this paper may help to integrate the teaching of pragmatic competence in language programs and materials, to understand the problems learners have with comprehension of messages requiring cognitive processing beyond that of the spoken or written word, to evaluate textbooks and other teaching materials as well as assessment procedures of language proficiency, to assess the value of communicative language teaching practices, to help learners develop strategies to handle misunderstandings and other communication problems, and to enhance awareness of spoken and written text in mother tongue and second or foreign languages.

References

Al-hamzi, Abdullah, Ali, (1999). *Pragmatic transfer and pragmatic development: A study of interlanguage of Yemeni Arab learners of English*. Unpublished thesis, center for Applied linguistics and translation studies, University of Hyderabad, Hyderabad, India (1999).

Blum-Kulka, S. (1982). Learning how to say what you mean in a second language: A study of the speech act performance of learners of Hebrew as a second language. *Applied Linguistics,* 3, 29-59.

Blum-Kulka, S (1984). Requests and Apologies: A cross-cultural study of speech act realization patterns (CCSARP). *Applied Linguistics*, V/III: 169-213.
Blum-Kulka, House, J. & Kasper, G. (1989). *Cross-Cultural Pragmatics: Requests and Apologies*. Norwood, N.J. Ablex Publishing.

Brasdefer, F. (2005). Indirectness and politeness in Mexican Requests. In D Eddington (Ed.), *selected proceedings of 7th. Hippanic Linguistics symposium*, (66-78), Somerville, MA: Cascadilla Proceddings Project.

Brown, P. & Levinson, B. (1987).*Politeness. Some universals in language usage.* Cambridge University Press, London.

Carrel, P. & Konneker, B. (1981). Politeness: Comparing native and nonnative judgments. *Language Learning* 31, 17-30.

Faerch, C. & Kasper, G. (1989). Internal and external modification in interlanguage request realization. In S. Blum- Kulka, J. House, & G. Kasper (Eds.), *Cross-cultural pragmatics (pp.221-247).* Norwood, NJ: Ablex.

Ghalib, Q. Abdulwahid (2003). *A Pragmatic Analysis of Speech Acts as Produced by Native Speakers of Arabic*. Unpublished Ph.D thesis, Aligarh Muslim University, Aligarh, India 2003.

Hong, W. (1996). An empirical study of Chinese request strategies. *Int. L.J. Soc. Lang. 122 (1996),. 127- 138.*

Jespersen, O. (1954).*Essentials of English Grammar*. Albama: University of Albama Press.

Kasper, G. (1989). *Variation in Interlanguage: Speech Act Realization.* In Susan Gass, Caroyn Madden Dennis Preston and Larry Selinker, eds., Variation in Second Language Acquisition: Discourse and Pragmatics, 37-58. Clevedon: Multilingual Matters.

Kitao, K. (1987). "Differences between politeness strategies used in requests by Americans and Japanese", ED 80-118..

Lakoff, R. (1977). *What you can do with words: politeness, pragmatics and performatives*. In Rogers, A. B. Wall, and J. Murphy (eds.). Proceedings of the Texas conference on performatives, presuppositions, and implicatures, pp.79-105. *Arlington, va:center for Applied linguistics.*

Leech, G. (1983) *Principles of Pragmatics*. London: Longman.

Levinson, S. (1983). *Pragmatics.* Cambridge: Cambridge University Press.

Locastro, Virginia. (2006). *An Introduction to pragmatics: Social Action for Language Teachers*. The University of Michigan Press. Ann Arbor.

Qanbar,Nada, (2006). *Requests and Apologies in Yemeni Arabic: A sociopragmatic study.* Unpublished PhD thesis, Central Institute of English and Foreign languages, Hyderabad, India.

Quirk, R. & S.Greenbaum (1973). *A concise Grammar of Contemporary English*. New York: Harcourt, Brace & Jovanovich.

Reiter, Rosina (2000). *'Linguistic politeness in Britain and Uruguay: A contrastive study of requests and Apologies*. John Benjamins publishing company. Amsterdam/ Philadephia.

Ruzickova, E. (2007). Strong and mild requestive hints and positive face redress Cuban Spanish. *Journal of pragmatics 39 (2007) 1170-1202.*

Searle, J. R.(1975). *Indirect speech acts*. In p.cole, & J. l. Morgan (Eds.). MA: Blackwell publishers.

Suh, S. J. (1999).Pragmatic perception of politeness in requests by Korean learners of English as a second language. *IRAL*, Vol-xxxii/3, August 1999.

Wierzbicka, Ann (2006). Anglo scripts against 'Putting Pressure' on other people and their linguistic manifestations. In Cliff Goddard (ed.), *Ethnopragmatics: Understanding Discourse in cultural context* 31-63. Mouton de Gruyter, Berlin, New York.

Appendix: DCT Questionnaire (Arabic version)

عزيزي الطالب..

السلام عليكم ورحمة الله وبركاته، وبعد..

من فضلك اقرأ الأوصاف التالية لمواقف قد تحدث لك. فكر ماذا تقول رداً على كل موقف، واكتب الإجابة في الفراغ المخصص له، اكتب بنفس القدر الذي تقوله، لو مثلاً حدثت لك مثل هذه المواقف مستخدماً لهجتك وليس الفصحى.

أولاً: أكمل هذه البيانات عن نفسك:

العمر:.....................الجنس:.............الجنسية:............. المحافظة ....

1 – تريد أن تطلب من أستاذك أن يعطيك نتيجة امتحان نصف الفصل، فكيف ستطلب منه ذلك؟

....

2 – تريد من صديقك أن يرسل لك خطاباً بالبريد لأنك مريض ولا تستطيع الخروج فكيف ستطلب منه ذلك؟

....

3 – تريد الخروج في رحلة وتحتاج كاميرا زميلك. فماذا ستقول لتطلب منه ذلك؟

....

4 – أنت في الباص وكان الجو حاراً جداً وتريد شخصا ما يجلس بجوار النافذة أن يفتحها. فماذا ستقول؟

....

محمد حسن احمد الفتاح

باحث

قسم اللغويات

جامعة ميسور   الهند

Language in India www.languageinindia.com
9 : 6 June 2009
Mohammad Hasan Ahmed Alfattah, M.A. and B. K. Ravindranath, Ph.D.
Politeness Strategies in Yemeni Arabic Requests

41

Mohammed Hasan Ahmed Alfattah, M.A.
Department of linguistics
University of Mysore
Mysore 570006
India
alfattah1972@yahoo.com

B . K. Ravindranath, Ph.D.
Department of linguistics
University of Mysore
Mysore 570006
India